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ABSTRACT

The module presented here is a performance-based, individualized, programed learning activity. As he proceeds through the document, the administrator-participant can develop and practice specific activities in a simulated setting with colleagues until mastery of a design for using the program in his particular school can be demonstrated. The concept inherent to the module is cyclical -- with an interplay of knowing and doing providing for instructional input, which is succeeded by application and practice experiences. At each stage of development, the user can check his progress by means of a feedback process. The module is organized to assist the administrator in designing and reacting simultaneously to the designs of others. The longrange or terminal module objective calls for a program that results in 50 percent of an administrator's teachers demonstrating a positive attitude toward the use of volunteers by voluntarily requesting, planning for, and supervising a school volunteer. Successful participation in the module activities should produce administrative competencies in identifying the need and designing the specifications for a school volunteer program, developing a strategy for utilizing volunteer services, and assessing the effectiveness of the strategy employed according to minimum specified criteria. (Author/DN)

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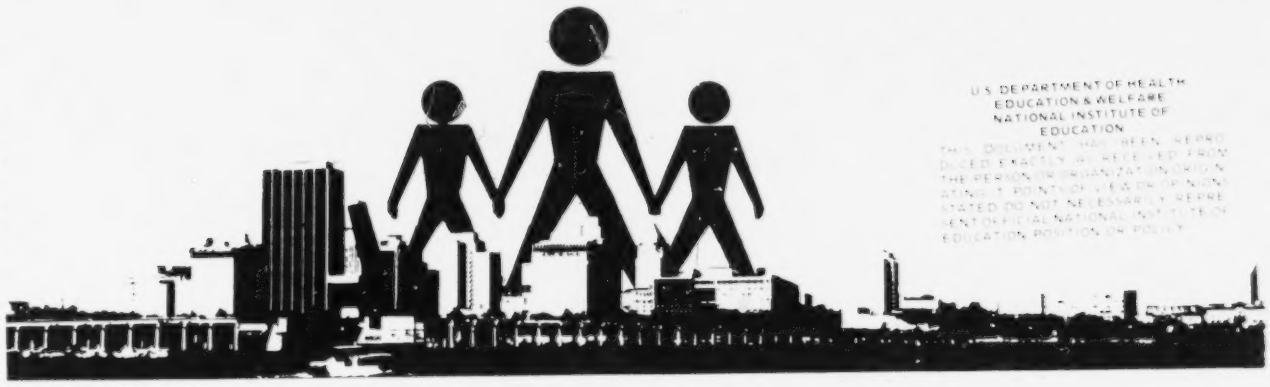

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ED 079811

VOLUNTEER EDUCATION MODULE

ADMINISTERING A SCHOOL VOLUNTEER PROGRAM

EA 005 285

SCHOOL VOLUNTEER PROGRAM
DIVISION OF INSTRUCTION
DADE COUNTY PUBLIC SCHOOLS

MIAMI, FLORIDA

ED 079841

AN
INDIVIDUALIZED
VOLUNTEER
EDUCATION
MODULE

ADMINISTERING

A

SCHOOL VOLUNTEER PROGRAM

Produced under the supervision
of the State of Florida
Department of Education
Floyd T. Christian, Commissioner
Tallahassee, Florida
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This instructional module was produced for use in training projects funded through a grant from the United States Office of Education to the State of Florida Department of Education, under Part B, Subpart 2, of the Education Professions Development Act (Title V of the Higher Education Act of 1965). The material for this module was developed during the pilot phase of the School Volunteer Program in the North Central District, Dade County Public Schools, under the direction of the District Superintendent, Dr. Jeff West. This edition was prepared by the following development team:

Dr. Leonard Britton
Associate Superintendent for Instruction
Dade County Public Schools

Joseph L. DeChurch, Director
Department of Staff Development

Mildred B. Augenstein, Coordinator, Staff Development
Audrey H. Jackson, School Volunteer Coordinator

Diane H. Baker
Patricia O. Frost
Nancy B. Cooper
Evelyn O. Looney

MODULES IN CLUSTER IX: Implementing A School Volunteer Program

General Skills and Knowledge

1. Administering A School Volunteer Program
2. Becoming A School Volunteer
3. Building One-To-One Relationships
4. Using The Services Of A School Volunteer

Specific Skills and Knowledge

5. Assisting In The Library
6. Assisting In The Classroom
7. Assisting With Clerical Tasks
8. Assisting With Physical Education Activities
9. Helping Students Develop Appropriate Behavior
10. Sponsoring A Special Interest Club
11. Volunteering In Special Education

INDIVIDUALIZED VOLUNTEER EDUCATION MATERIALS

A DESCRIPTION OF THE B-2 MODEL FOR PACKAGED VOLUNTEER TRAINING MODULES

A major objective of the 1969 Florida EPDA B-2 Program was to develop individualized teacher training materials. These materials were designed to be used in either pre-service or in-service teacher education. They were prepared in the form of a self-contained "packaged" module aimed at specific teaching skills or specific concepts fundamental to teaching. Each module was expected to include all of the information and directions needed to accomplish a set of observable goals.

An outgrowth of this effort has been the extension of this type of training presentation to the volunteer in the school setting. This 1971 project in material development for volunteer workers in education capitalizes on the most successful aspects of the original teacher training modules while adding additional features to further extend the concept of individualized training.

The design or model used in preparing these materials is set up so that each of the important elements (outlined below) will fulfill specific functions in assisting a user to achieve the stated goal of the module. Materials which follow this basic model will fulfill these specifications.

Objectives

The objectives describe clearly what the user should be able to do after successfully completing the activities. Objectives are stated in terms of observable, measurable behavior of the user. Two types of objectives are included:

TERMINAL OBJECTIVES will describe competencies which the volunteer will be able to apply in carrying out his function.

ENABLING OBJECTIVES will describe the sample performances which represent simplified versions of the behavior described in the terminal objective. This tells the user what he must do to complete the prescribed evaluation requirements. Since specific objectives (enabling objectives) must be measurable through methods described in the evaluation (described on the following page), each terminal objective and enabling objective has three characteristics: (1) the performance verb is stated; (2) the conditions under which performance will take place are described; and (3) the criterion level (or the standard) of acceptable performance is specified.

Prospectus

The prospectus describes how the skills taught in the module can be applied to real situations, or how they are related to some

more important purpose. The prospectus also states and describes any skills which are necessary for the learner to possess prior to beginning the module if he is to achieve success with this type of training.

Materials

All materials needed to complete suggested activities are either included or described, and source references are given if it will be necessary to order supplementary print or non-print materials.

Procedures

Procedures are designed so that the user can follow them in chronological sequence as he works to achieve each specific objective. Wherever possible, alternate activities and materials are specified. The sequence for each objective will be outlined in a flow-chart (road map) preceding the enabling activities and will normally include three types of activities:

EXPOSURE to information in the form of suggested or required reading (supplied in the materials or through suggested references), observation of material or live on-site activities, discussions, interviews, etc., to give background information, definitions, directions, models of performance or the like.

INFORMATION-PROCESSING for each of the ideas or performance requirements presented in the exposure to information. These may be in the form of response questions, observation check sheets, discussion responses, verbal or written reports, or other activities which will help the learner master the concepts to which he has previously been exposed.

Appropriate PRACTICE with FEEDBACK. The practice situations are designed to be similar to those which will be used in the evaluation. The feedback provides the learner with information about his behavior in terms of how well he is achieving target performance. This lets the learner know in what way, if any, he needs to further modify his version of the terminal behavior.

Evaluation

The major purpose of the evaluation activities is to determine the level of mastery of each of the enabling objectives for the module as a basis for deciding whether further instructional activities should be pursued. Two types of evaluation are included:

PRE-ASSESSMENT (the pretest or preliminary evaluation) will take place before the learner begins to carry out the suggested procedures. The purpose of pre-assessment measures may be to indicate whether a given objective has already been mastered,

to check readiness or to indicate a need for acquiring prerequisite subskills, or simply to provide a baseline for gauging progress, as compared with results of the terminal activity.

TERMINAL ACTIVITY (the post-test, or final evaluation) will take place after the enabling activities have been completed, or after one has successfully completed all of the pre-assessment. The terminal activity will indicate either that the objective has been achieved, or that further instructional activities should be pursued.

TABLE OF CONTENTS

Prospectus.....1

Objective
Rationale

Overview of Module.....3

Flow Chart.....5

Pre-Assessment.....6

Materials and Equipment.....13

Enabling Objective 1.....14

Enabling Activities
Assessment for Objective 1
Study Sheet #1

Enabling Objective 2.....18

Enabling Activities
Assessment for Objective 2
Worksheet #1

Enabling Objective 3.....21

Enabling Activities
Assessment for Objective 3
Study Sheet #2
Worksheet #2
Study Sheet #3

Post Assessment.....30

Feedback Sheet.....31

Appendix.....33

PROSPECTUS

This B-2 module, 'Administering a School Volunteer Program," provides the vehicle for instruction which goes beyond acquisition of information about the concept of volunteer services in the schools. As a performance-based module, it requires the participant to develop and practice specific activities in a simulated setting with colleagues until mastery of a design for using the School Volunteer Program in his particular school can be demonstrated. This interplay of knowing and doing provides for instructional input succeeded by application and practice experiences in a continuous cycle of input--concept formation--application--feedback--and evaluation toward clearly defined obtainable performance objectives.

The purpose of this module is to aid you in simultaneously designing and reacting to the designs of others for short term and long range plans for implementing a School Volunteer Program according to individual school needs. Specifically, this module focuses on the following long range goal and terminal objective for the participant:

Long Range Goal

The administrator plans and implements a volunteer program in his school which results in 50% of his teachers demonstrating a positive attitude toward the use of volunteers by voluntarily requesting, planning for and supervising a school volunteer.

Module Terminal Objective

The administrator demonstrates competencies designed to implement a School Volunteer Program in his school by:

(a) Designing the specifications for a School Volunteer Program which meets identified needs in his school.

(b) Developing a strategy for utilizing volunteer services.

(c) Assessing the effectiveness of the strategy employed according to minimum specified criteria.

Three enabling objectives in this module develop skills which are useful for administering a School Volunteer Program. These enabling objectives include:

1. To explore some potential advantages and problem areas which confront schools using the services of school volunteers.

2. To assess and justify the three highest priority needs for volunteer services in his school.

3. To assess and develop a schedule for utilizing material and personnel resources within the school for a School Volunteer Program.

An individualized program for proceeding through the module may be developed by using the pre-assessment as a diagnostic instrument to help you determine which of the enabling objectives to expand. One aspect of this individualized program is your option of taking the pre-assessment. If you enter this module with the subject completely unfamiliar to you, (for example, if in reading this prospectus you recognize that you meet none of the enabling objectives), to test this "lack of knowledge" would be ridiculous as well as time consuming. On the other hand, because the pre-assessment contains questions from each enabling objective, it will identify specific enabling objectives which you need to develop.

At each stage of development, you may check your perceptions against pre-determined outcomes through the feedback process. This feedback involves a selective process to provide you with knowledge about your progress through the module.

Your participation in the feedback process of evaluating the effectiveness of this module is needed in order that revisions may be made which will benefit future users of this module. As the last activity, therefore, you are asked to complete the B-2 Module Feedback Sheet and give it to the B-2 School Volunteer Resource Person. Your comments received in this feedback sheet will be recycled into the module so that it may insure this module's relevance and continued development. No module is ever completely developed; it is and must be in continued flux.

RATIONALE

With increasing recognition that each student needs to participate actively, individually, and intensely in his educational process, schools are faced with the monumental task of providing enough trained, interested, involved and 'important others" for students. Effective use of volunteers in the schools provides one resource to enrich and extend the curriculum, a resource which has too long been under-used, or perhaps misused. Not only students, but also the professional staff in a school benefit from contact with and responsibility for involving the volunteer in the total school program.

In Dade County Public Schools the School Volunteer Program is an organized body ready to help serve your needs. However, careful assessment of your specific school's needs for volunteer services, personnel, time, and material resources available within your school, and a short term and long-range plan for implementing a school volunteer program are necessary.

The role of the volunteer in the school is a very important one. This module will lead you through some activities to help you, the administrator, plan for and guide all facets of an effective volunteer program.

OVERVIEW OF MODULE

TITLE: ADMINISTERING A SCHOOL VOLUNTEER PROGRAM

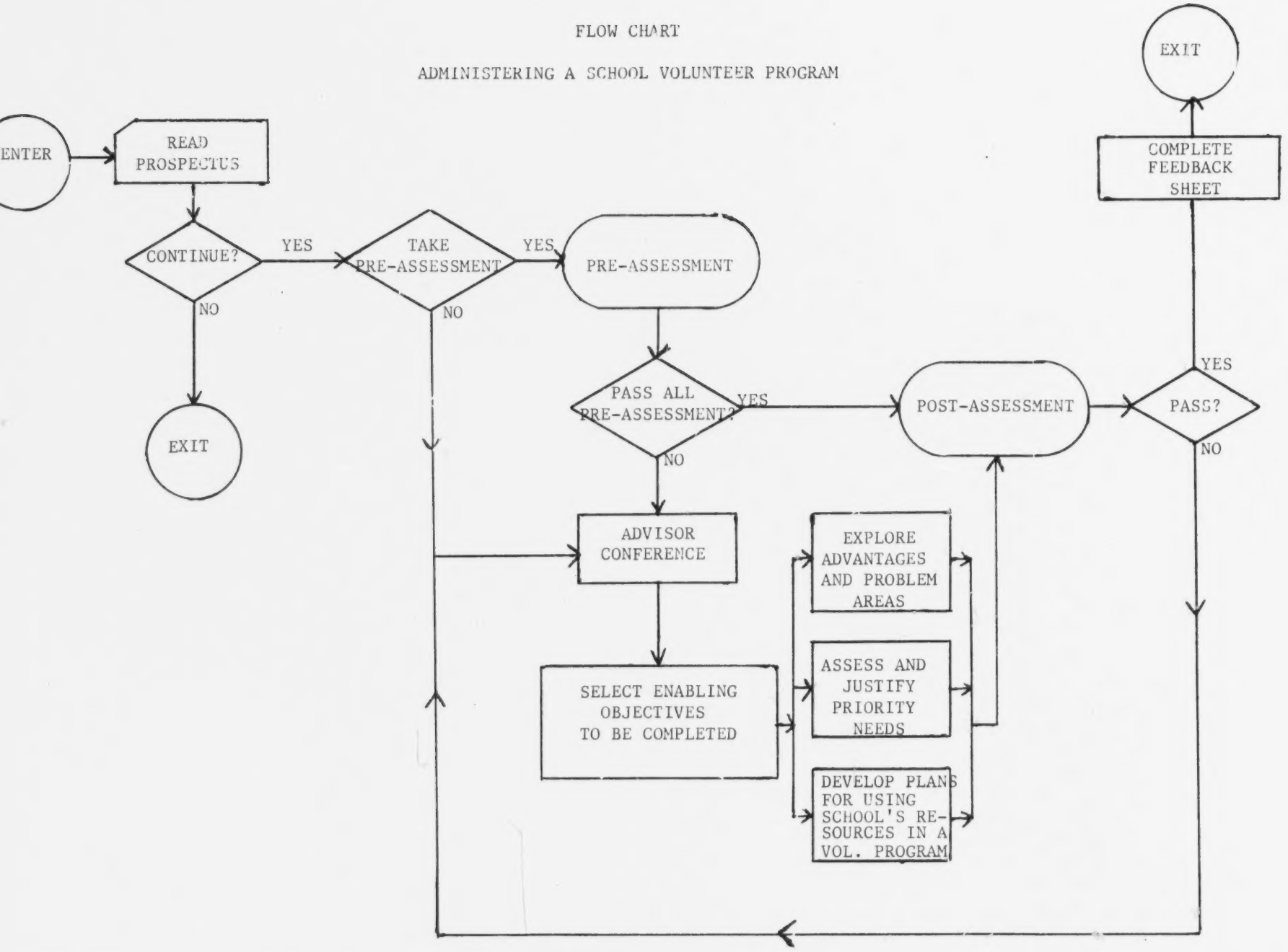
TERMINAL OBJECTIVE:	POST ASSESSMENT:
The administrator demonstrates competencies designed to implement a School Volunteer Program in his school by (a) designing the specifications for a School Volunteer Program which meets identified needs in his school, (b) developing a strategy for utilizing volunteer services, and (c) assessing the effectiveness of the strategy employed according to minimum specified criteria.	Using short term and long range plans designed to implement a School Volunteer Program in the particular school, the participant will explain to the satisfaction of peers the processes involved in (a) introducing the School Volunteer Program to the schoc staff, (b) involving the staff and volunteers in the total school program, and (c) evaluating the effectiv ness of the volunteer program in the particular schoc

ENABLING OBJECTIVES	ACTIVITIES	ASSESSMENT
OBJECTIVE I: To explore some potential advantages and problem areas which confront schools using the services of school volunteers.	1. Read Study Sheet #1. 2. Explain to others your position and reaction to two advantages and one potential problem area in the School Volunteer Program. 3. Observe and participate simultaneously in a group discussion about diverse viewpoints expressed toward the School Volunteer Program. 4. Participant option.	A. Demonstrate ability in group discussion to draw generalitie relating an aspect of own schc needs to the areas met by the School Volunteer Program.
OBJECTIVE II: To assess and justify the three highest priority needs for volunteer services in his school.	1. Identify five areas of priority needs for your school which could be met with volunteer services. 2. Read the job descriptions for volunteer services in the Handbook for Volunteers.	B. Justify your three highest priority needs for school volunteers, (worksheet #1) anc challenge another to explain and support his school's need.

ENABLING OBJECTIVES	ACTIVITIES	ASSESSMENT
	AND/OR 3. View the acetate-tape presentation "Miami's Children Need You." 4. Match volunteer job descriptions to the five priority needs identified in Activity 1 above. 5. Organize into teams of four to explain, challenge, and justify to others the use of school volunteers in meeting priority needs. 6. Submit list of needs to the School Volunteer Office. 7. Participant option.	
OBJECTIVE III: To assess and develop a schedule for utilizing material and personnel resources within the school for a School Volunteer Program.	1. Read Study Sheet #2. 2. Do Work Sheet #2. 3. Compare your checklist (Work Sheet #2) with two other participants and modify accordingly. 4. Complet the steps in Study Sheet #3 to develop a plan for using the school's resources in a School Volunteer Program. 5. Meet with colleagues to "talk through" your strategy. 6. Participant option.	C. Develop a plan of at least two sequential steps for each of the three categories of resources needed to implement a volunteer program specific to your particular school.

FLOW CHART

ADMINISTERING A SCHOOL VOLUNTEER PROGRAM



PRE-ASSESSMENT

Directions: Complete the following questions according to the directions given for each. Check your answers with those suggested in the Answer Key. If you passed all the Pre-Assessment, you may wish to proceed to the Post-Assessment to help you decide if you should proceed instead to another module related to the School Volunteer Program. If you missed some of the questions in the Pre-Assessment, decide in a conference with your advisor which of the enabling objectives you need to develop.

1. For each topic given, identify in writing an advantage and a potential problem area in the use of school volunteers.

Topic	Advantage	Problem Area
a. Student attitude toward school		
b. Community involvement		
c. Curriculum		
d. Faculty attitude		
e. Administrative decision-making		

2. On a separate sheet of paper, list at least twelve different specific jobs which you think school volunteers can perform in and out of the classroom.

3. In the list of responsibilities given, write "A" if you think the task is the responsibility of the school administrator; "RP" if you think it is the responsibility of the School Volunteer Resource Person; and "T" if you think it is the responsibility of the individual teacher using the school volunteer.

_____ a. Reviewing factors relating to liability status of volunteers.

_____ b. Conducting inservice training sessions for teachers and volunteers.

_____ c. Planning in advance for volunteer's work and contact with students.

_____ d. Avoiding assignment of responsibilities beyond a volunteer's ability.

_____ e. Maintaining contact with parents and community groups to inform them of involvement and activities of volunteers in the school.

_____ f. Establishing that volunteers are to function only under the direction and supervision of school personnel.

_____ g. Planning with staff and reviewing the purposes of the School Volunteer Program.

_____ h. Acting as liaison between the volunteer program in a particular school and the volunteer program for Dade County Public Schools.

_____ i. Anticipating information and materials volunteers will need to carry out assigned duties.

4. For each category, describe three resources that you either have available or need to develop to ensure an effective volunteer program in your school.

   a. Personnel:

      (1) _____
      _____

      (2) _____
      _____

      (3) _____
      _____

   b. Time:

      (1) _____
      _____

      (2) _____
      _____

      (3) _____
      _____

   c. Materials and equipment:

      (1) _____
      _____

      (2) _____
      _____

      (3) _____
      _____

5. Identify on a separate sheet of paper at least four factors from the situation given involving school volunteers which ignored the necessary steps in planning and administering an effective volunteer program.

   Situation: Mr. Volunteer arrived at the school after classes had already begun. The principal met him in the hall. As they were walking to the office, they passed by Room 304 where Teacher X seemed to be having a hard time managing the behavior and activities of his students.

Situation (continued):

The principal and volunteer stepped inside the classroom, and the principal suggested to the teacher that the services of this volunteer in the classroom might be just what he needed to help him. The principal then left the room. While Teacher X continued his individual conversation with one of the students, Mr. Volunteer sat down with a group of students to try to help them with their "new math" problems. Just then the mother of one of the students walked into the classroom, recognized Mr. Volunteer as one of her neighbors, and asked with surprise, "What are you doing here, working with my son?"

ANSWER KEY

Pre-Assessment

Directions: Since you chose the option of taking the pre-assessment, check your own answers with those suggested in this answer key to help you plan your individualized path through the module. Because the pre-assessment contains questions from each enabling objective, it will identify specific enabling objectives which you need to develop.

1. Some advantages and potential problem areas in the use of volunteers in the schools might be those described below. However, if you have identified advantages or problem areas other than those noted below, your answers are satisfactory if you can justify them to the Resource Person or a colleague.

   If you feel unsure with this question, or would like to explore some of the advantages, uses and problems which are involved in a School Volunteer Program today, develop the activities in Enabling Objective 1.

Topic	Advantage	Problem Area
a. Student attitude toward school	Means for student motivation and new interest as persons from community become involved in the learning process.	Prejudicial attitudes towards differing life styles, customs and cultures may emerge and conflict.
b. Community involvement	Means to extend and transfer education into community.	Communication problems may intensify if volunteers do not understand the purposes behind school's activities.
c. Curriculum	Means to individualize, individual tutorial assistance.	Planning time for training volunteers in curriculum may divert time, effort and personnel from other priorities.
d. Faculty attitude	Means to increase morale and efficiency as teachers relieved of non-professional duties.	Volunteer help may be rejected, or resentment between staff members may develop.
e. Administrative decision-making	Provide opportunities for "testing out" and implementing educational innovations, i.e. open space, team organizations.	Problems may arise in defining role of teacher and volunteer; authority of teacher may seem to be challenged.

ANSWER KEY (Pre-Assessment)
(continued)

2. If you were unable to identify at least twelve of these fourteen job descriptions which volunteers can be trained to perform, you need to develop the activities in Enabling Objective 2.

Arts and Crafts Assistant
Audio-Visual Assistant
Classroom Assistant
Clerical Assistant in either the School Office, Business Education Department, Classroom or Guidance Office
Clinic Assistant
Language Arts Tutor
Library Assistant
Mathematics Tutor
Physical Education Asst. for Boys or Girls
Special Education Assistant
Storyteller
Supervision Assistant in the cafeteria, halls, parking lot, or playground area
Spanish Assistant/Translator
Special Interest Club Sponsor for Boys or Girls

3. You should have marked the following as "A" (responsibilities of the school administrator); as "RP" (responsibilities of the School Volunteer Resource Person); and "T" (responsibilities of the individual teacher using the school volunteer.)

A a. Reviewing factors relating to liability status of volunteers.

RP b. Conducting inservice training sessions for teachers and volunteers.

T c. Planning in advance for volunteer's work and contact with students.

T d. Avoiding assignment of responsibilities beyond a volunteer's ability.

RP e. Maintaining contact with parents and community groups to inform them of involvement and activities of volunteers in the school.

A f. Establishing that volunteers are to function only under the direction and supervision of school personnel.

A g. Planning with staff and reviewing the purposes of the school volunteer program.

RP h. Acting as liaison between the volunteer program in a particular school and the volunteer program for Dade County Public Schools.

T i. Anticipating information and materials volunteers will need to carry out assigned duties.

If you missed two of these, develop the activities in Enabling Objective 2 to help you define the role and responsibilities of each of these persons.

ANSWER KEY (Pre-Assessment)
(continued)

4. To effectively implement a School Volunteer Program, you need to develop and use the specific resources within your own school. If you were unable to identify at least three resources for each of these categories, complete the activities in Enabling Objective 3.

   a. Personnel

      (1) Staff interested in utilizing school volunteers as evidenced by results of questionnaire, survey, etc.

      (2) Qualified School Volunteer Resource Person to act as liaison-coordinator.

      (3) Staff member to conduct inservice training for teachers and volunteers.

      (4) Staff members receiving training with specific materials related to School Volunteer Program.

   b. Time

      (1) Time scheduled to orient staff to operations of School Volunteer Program.

      (2) Free time for School Volunteer Resource Person to coordinate program.

      (3) Planning time for volunteers and staff.

      (4) Time scheduled for on-site inservice training.

      (5) Time for recognizing contributions of volunteers.

      (6) Time scheduled to evaluate progress of volunteer program throughout the year.

      (7) Time scheduled to inform parents and citizen groups about volunteer services in the school.

   c. Material and equipment

      (1) Schoolwide survey to diagnose staff's priority needs for volunteers.

      (2) Identification of space available for school volunteer record keeping and material storage.

      (3) Identification of space available for individual tutoring of students.

      (4) Possession of material or media resource for training volunteers.

      (5) Informative material to distribute to staff, volunteers and citizens about the nature and purpose of the volunteer program.

5. Factors which were ignored in the situation involving school volunteers might include any or all of the following:

   a. Accurate record keeping of volunteer's name, hours served, and job description is necessary.

ANSWER KEY (Pre-Assessment)
(continued)

b. Orientation of faculty to the concept and uses of volunteers in the school must be made before accepting and assigning volunteers.

c. Inservice training for both volunteers and teachers accepting volunteers should be initiated before assignment of volunteers to classrooms.

d. Parents and local citizen groups should be aware of the use of volunteer services in the school.

e. Schoolwide survey to diagnose and assess staff's priority needs for utilizing school volunteers should be completed to ensure most effective cooperation between staff and volunteers, and most effective use of volunteers' services.

f. Adequate planning time between teacher accepting a volunteer and volunteer should be scheduled in advance to orient volunteer to needs of students and activities to be performed by volunteers.

If you should disagree with any of these factors, or can think of others which were also ignored in the situation, you may wish to discuss this with the Resource Person.

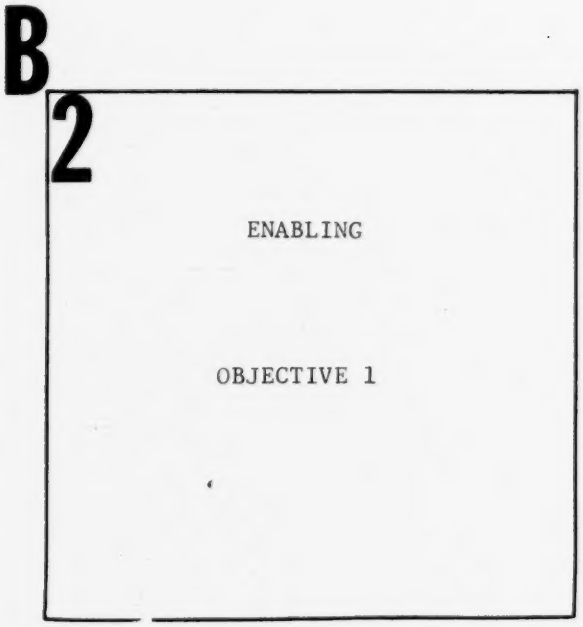
Develop the activities in Enabling Objective 3 to help you plan a strategy for building upon your individual school's resources for administering a volunteer program.

MATERIALS AND EQUIPMENT

	ITEM	USE	SOURCE
Required :	Handbook for Volunteers	Objective 2	School Volunteer Office 489 East Drive Miami Springs, Fla. Phone: 885-2543
	"Miami's Children Need You" (acetate-tape)	Objective 2	School Volunteer Office 489 East Drive Miami Springs, Fla. Phone: 885-2543
	Projector for viewing acetates	Objective 2	School library or Resource Center

Provision should be made to obtain separate individual copies of the Pre-Assessment, Study Sheets and Feedback Sheet. These may be provided as expendable copies from the School Volunteer Office; or the School Volunteer Resource Person may need to duplicate copies in his own school for each participant.

DO NOT WRITE IN THE MODULE ITSELF.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2
ENABLING
OBJECTIVE 1

ENABLING OBJECTIVE 1

Given descriptive information on some direct and indirect means by which school volunteers enrich and extend the curriculum, the participant will explore the potential advantages to his individual school of using volunteers by identifying and justifying to a colleague(s) or the Resource Person a minimum of three specific curricular areas which school volunteers could effectively work to improve.

ACTIVITIES FOR OBJECTIVE 1.

1. Read Study Sheet #1 "Some Advantages and Potential Problem Areas in the School Volunteer Program," pp. 15, 16 and 17.

2. Select from Study Sheet #1 two advantages and one potential problem area in the School Volunteer Program. State your position or reaction to each, and explain to others how you would develop and extend the advantages while minimizing the potential problem area in your own school setting. Use examples to support your explanation.

3. Observe and participate simultaneously in a group discussion to develop three generalities about the diverse points of view toward the use of school volunteers expressed by different individuals in the group.

   For example--
   a. How do people in the group view the importance of the volunteer's contribution or services in respect to enriching the curriculum?
   b. How do people in the group view the importance of the school volunteer in terms of helping the individual student maximize his school experience?
   c. How do people in the group view the school volunteer in terms of his effect on the student - community - school relations?
   d. What varying points of view among the people in the group have been expressed about a future partnership in education of professional teachers and lay volunteers from the community?

4. Participant option. Do your own thing.

ASSESSMENT FOR OBJECTIVE 1.

You have successfully completed this objective when you have demonstrated the ability to--

   a. relate an aspect of your own school setting to the need for and use of school volunteers in three curricular areas, and
   b. draw some generalities about the different points of view which are discussed in the group.

ENABLING OBJECTIVE 1

STUDY SHEET #1

Some Advantages and Potential Problem Areas
in the School Volunteer Program

Directions: Read this Study Sheet to familiarize yourself with some direct and indirect effects to the school program, students, teachers, volunteers and community resulting from the use of volunteers in the schools. Then select and state your position or reaction to two advantages and one potential problem area in working with school volunteers. Explain to peers in a small group discussion how you would develop and extend the advantages while minimizing the potential problem areas in your own school setting. Use examples to support your explanation.

The School Volunteer Program is a nationwide movement. Already, there are School Volunteer Programs in school systems in each of the fifty states. In the Dade County Public Schools, however, the School Volunteer Program is new as an organized body to the volunteer scene. More and more professional educators and community leaders are realizing the importance of the role of the volunteer, and recognizing that when the schools and communities work together, the schools become 'our schools" rather than "their school."

The importance of the role of the volunteer is realized as he performs many services in the school which enrich and extend the curriculum.

1. School volunteers develop new partnerships in education between school and community by sharing responsibility for improving the education of all children. Accompanying this is an improved community attitude toward the role, responsibility and problems of the schools in the community.

2. School volunteers provide opportunities for individual tutorial assistance to students as a means of raising their academic performance level.

3. School volunteers provide opportunities for teachers to individualize learning activities to meet and follow-up particular needs of children. (For example, those children who have been absent from school, missed some review work, or need additional personal explanation of the teacher's instructions).

4. School volunteers offer a viable means to extend education into the community as the volunteers' newly developed skills in academic areas transfer and carry-over into tutoring of children at home and otherwise reinforcing what students have learned in school.

5. School volunteers provide new opportunities for "testing out" and implementing educational innovations. They can provide additional personnel to develop a team approach or differentiated staffing in the classroom, reorganization of the physical environment into an open space, learning laboratory centers, etc.

6. School volunteers offer opportunities for personalized, individualized education for students. Understanding adults other than their own teachers or parents can relate personally to the student in his school environment.

7. School volunteers provide a means for student motivation and new interest in school. As they see their parents and/or other persons from the community become involved in the learning process, student commitment increases.

8. School volunteers provide opportunity for increasing staff morale and efficiency. Volunteers can relieve teachers of non-professional duties, thereby allowing teachers more time for professional planning, decision making and interaction with students.

9. School volunteers provide diverse human resources to fill in the significant lag between current developments and available teaching resources. Volunteers who have special interests, experiences, backgrounds or talents can enrich the learning opportunities for students.

10. School volunteers become a cadre of trained and experienced personnel in the community from which the selection and employment of paid school staff can be made.

11. School volunteers are exposed to potential career opportunities in education from which personal career decisions can evolve.

12. School volunteers provide a means for expanding the educational staff at no extra fiscal cost to the school or community.

13. School volunteers are afforded a means for self-fulfillment by serving where their human qualifications are most needed.

14. School volunteers can help students feel more secure in the classroom. As adults familiar with the pupils' life style become involved in the school setting, many potentially threatening situations can be avoided.

While the School Volunteer Program provides intensive and extensive advantages and benefits to the students, the professional staff, the community, the curriculum and the volunteers themselves, involvement in the program must be tempered by an awareness of potential problem areas in the use of school volunteers. The administrator of an effective School Volunteer Program is one who anticipates a solution by making advance plans to deal with these potential problems, should they arise.

Volunteers may sometimes polarize conditions, rather than improve them.

1. The authority of the teacher may sometimes seem to be challenged by the presence of a volunteer in the classroom.

2. Established patterns of classroom operation or discipline may sometimes be disrupted by the presence of another adult.

3. Problems may arise in defining the role of the teacher and that of the volunteer when responsibility is shared in the classroom.

4. Prejudicial attitudes toward differing life-styles, customs and cultures may emerge and conflict.

5. Problems in communications may intensify if volunteers are not helped to understand the purposes behind activities and operations in which they are involved.

6. Faculty members may reject the idea of volunteer help, or may resent that some staff members are afforded a volunteer and others are not.

7. Community members may misinterpret the value of incorporating volunteers in the total school program or question the advisability of using non-professionals in the instructional process.

8. Necessary planning for an effective volunteer program may divert time, effort and personnel from other priorities.

ENABLING OBJECTIVE 2

Given job descriptions of fourteen tasks which school volunteers can be trained to perform, the participant will assess the priority needs for volunteer services in his specific school by (1) rank ordering the job descriptions in terms of the priority needs, and (2) justifying to a group of colleagues or the Resource Person the use of school volunteers in the three highest priority areas.

ACTIVITIES FOR OBJECTIVE 2.

1. Identify briefly in writing on a separate sheet of paper (i.e. one-sentence statements) five areas of priority needs in your particular school which you feel might be improved with the regular services of school volunteers.

2. Read the part of the Handbook for Volunteers that identifies the fourteen job descriptions which school volunteers can be trained to perform.

AND/OR

3. View the acetate-tape presentation of "Miami's Children Need You."

4. Match specific school volunteer job descriptions from those given in Activities 2 and 3 with the five priority needs for your particular school identified in Activity 1 above.

5. Organize into teams of four. Have each person explain to the three other members the significance of using school volunteers for his particular school's priority needs. Challenge and/or justify discrepancies in your lists, and modify the priority needs accordingly.

6. Submit your list of needs to the School Volunteer office so that plans may be made for volunteers to be assigned to your school.

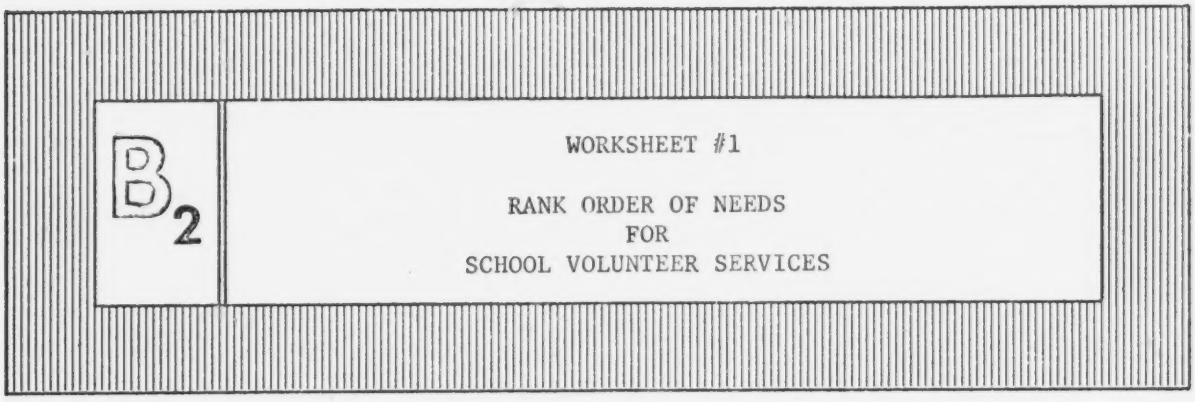
7. Participant option. Do your own thing.

ASSESSMENT FOR OBJECTIVE 2.

Step 1. Rank order in terms of priority needs for your particular school all of the fourteen school volunteer job description titles given on Worksheet #1, "Rank Order of Needs for School Volunteer Services," p. 19.

Step 2. Can you think of other jobs or tasks volunteers might perform which would contribute to the curriculum? If so, insert these jobs into your rank order of tasks on Worksheet #1 in terms of your school's priority needs.

You have satisfactorily achieved this objective when you have simultaneously (1) participated in a discussion with two other persons working on this objective in which you justify your three highest priority needs for school volunteers, and (2) challenged another participant to explain and support his school's need for volunteer services.



Name of School: _____

_____ _____
(address) (school district)

_____
(phone)

Contact person in school
for School Volunteer Program: _____

Directions: The fourteen school volunteer job descriptions given below are listed alphabetically. Rank order the tasks from 1 (highest priority) to 14 (lowest priority) according to the priority needs of your particular school.

If you think of other jobs volunteers might perform which would contribute to the curriculum, insert these jobs into your rank order of tasks.

Discuss and justify with two other persons working on this objective your three highest priority needs for school volunteers. Challenge others to support their rank order of needs.

_____ Arts and Crafts Assistant

_____ Audio-Visual Assistant

_____ Classroom Assistant

_____ Clerical Assistant in either the School Office, Business Education Department, Classroom or Guidance Office

_____ Clinic Assistant

_____ Language Arts Tutor

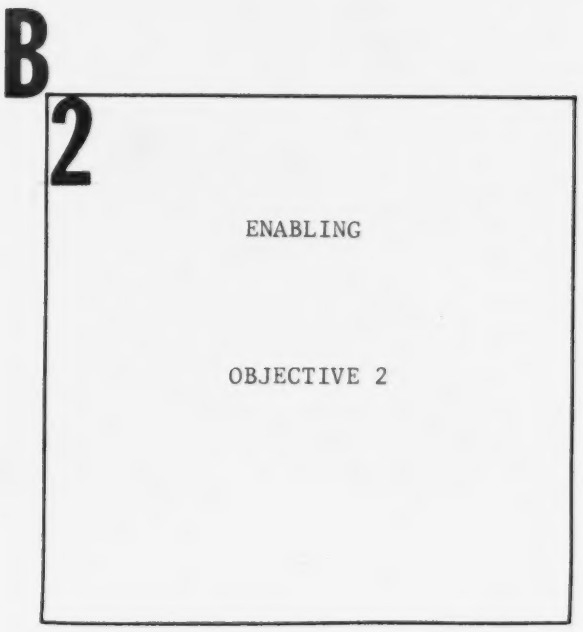
_____ Library Assistant

_____ Mathematics Tutor

_____ Physical Education Assistant for Boys or Girls

_____ Special Education Assistant

_____ Storyteller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OBJECTIVE 2

Worksheet #1 Rank Order of Needs for School Volunteer Services (continued)

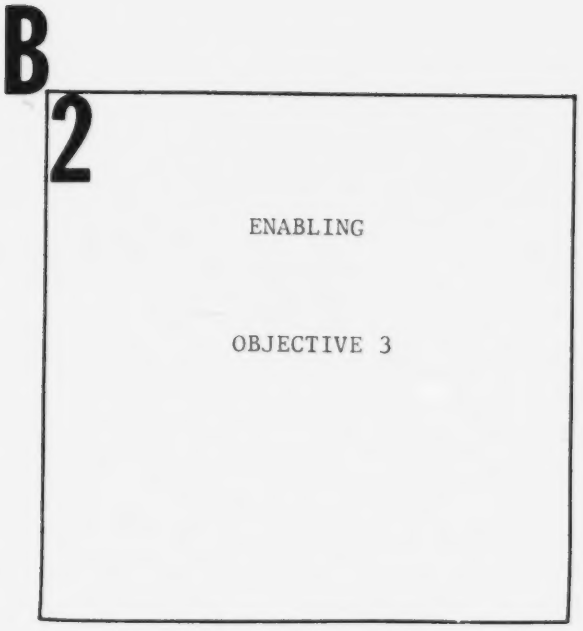
_____ Supervision Assistant in the cafeteria, halls, parking lot, or playground area

_____ Spanish Assistant/Translator

_____ Special Interest Club Sponsor for Boys or Girls

_____ Other jobs for volunteers (identify)_____

_____ Other jobs for volunteers (identify)_____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OBJECTIVE 3

ENABLING OBJECTIVE 3

Given guidelines in terms of material and personnel resources needed to effectively implement a School Volunteer Program, the participant will develop a plan for using these resources within his particular school by (a) assessing the availability of these resources, and (b) planning a schedule for developing and utilizing these resources in a volunteer program.

ACTIVITIES FOR OBJECTIVE 3.

1. Read Study Sheet #2, "Responsibilities of Personnel Needed to Implement a Volunteer Program in the School," pp. 22 through 25.

2. Complete Worksheet #2, "Checklist for Identifying School Resources for a School Volunteer Program," pp. 26, 27.

3. Compare your checklist with at least two other participants working on this objective. Add other resources to each category based on needs identified by your fellow participants.

4. Complete the steps described in Study Sheet #3, "A Schedule for Planning the Use of School Resources for a School Volunteer Program." This will help you plan how to develop the resources you identified on Worksheet #2 as either in Column 1 (Resources available for immediate use); or Column 2 (Resources not immediately available, but can be planned and developed.)

5. Meet with three or four colleagues in small groups, or with the Resource Person, to "talk through" your strategy for developing and capitalizing upon the personnel, material and physical resources within your school. Add other steps to your immediate and long range plans from examples cited by your fellow participants.

6. Learner option.

ASSESSMENT FOR OBJECTIVE 3.

You have satisfactorily completed this objective when you have planned at least two sequential steps for each of the three categories of personnel, time and material resources needed to implement a School Volunteer Program specific to your particular school.

ENABLING OBJECTIVE 3

STUDY SHEET #2

Responsibilities of Personnel Needed to Implement a Volunteer Program in the Schools

Directions: Read this Study Sheet to help you become familiar with the responsibilities of personnel needed to effectively implement a School Volunteer Program. Then proceed to Worksheet #2 in which you will assess the availability of these personnel and other necessary resources within your particular school setting.

The role of the volunteer in the school is a very important one. As "the significant other in a helping relationship," a school volunteer can make a very valuable contribution to the educational program. The effectiveness of the volunteer, however, depends largely upon the skill with which the administrator guides all those persons who interact with the volunteer in the school setting. Their attitude toward the volunteer can encourage and inspire, or it can discourage and defeat. Those who have volunteered their time and efforts on behalf of students have made a concrete demonstration of their dedication and concern.

The success of the School Volunteer Program depends in large measure upon the skill of all the school's personnel to develop human potential at all ages. The volunteers who will be serving in the school vary as greatly in their strengths and weaknesses as the students themselves. Hopefully, the schools in which volunteers serve will demonstrate a climate that nurtures the growth of each person who becomes a part of the volunteer program. The following suggestions are presented with this objective in mind:

A. RESPONSIBILITIES OF ADMINISTRATORS WHO USE VOLUNTEERS REGULARLY IN THE SCHOOL

1. Organizing the volunteer program within the school. Acceptance, direction and termination of volunteer programs are the responsibility of the principal or his designee, such as the School Volunteer Resource Person. Preparations for the starting of a program should include:

   a. Planning with the staff and reviewing the purposes of the program.

   b. Reviewing with the staff the specific duties of the school volunteer.

   c. Orienting the volunteer to the school and community, including a review of school policies and procedures.

   d. Matching the assignment of individual volunteers' work preference with the needs of the offices or classrooms in the school.

2. Designating a staff member to be the School Volunteer Resource Person and the immediate supervisor and administrator of the volunteer program within the school.

3. Defining the procedures for the volunteer to check in and out of the school and to record his attendance.

4. Establishing an understanding with the staff and volunteers that volunteers are to function only under the direction and supervision of school personnel.

5. Providing for the recording, reporting, evaluation and feedback of services performed by volunteers at school.

6. Reviewing the specific factors relating to the liability status of volunteers (parents or otherwise) who assist in county schools. For example, the volunteer is personally liable for injuries or accidents to students on school grounds if negligence is proved. In addition, the principal and/or teacher charged with the supervision of a volunteer are personally liable for accidents on school grounds to students or to the volunteer if negligence is proved. (See Appendix)

In summary, the School Volunteer Program is responsible to the needs and resources of each particular school. Only the school administrator and his staff, however, can determine those needs and resources. The school principal, as the chief administrative officer in charge of the school's staff, educational program, and school plant serves as the general supervisor of all volunteers in his school.

B. RESPONSIBILITIES OF THE SCHOOL VOLUNTEER RESOURCE PERSON

Selected and appointed in each school by the principal, the School Volunteer Resource Person is responsible to the principal, the professional staff, and the volunteers, for the following:

1. Acting as liaison between the School Volunteer Program at his school and the School Volunteer Coordinator for Dade County Public Schools.

2. Conducting training sessions for volunteers and teachers using the services of a volunteer by providing individualized inservice education with B-2 Modules specifically designed for the School Volunteer Program.

3. Working as a team with the staff (School Volunteer Coordinator, teachers, and administrators) to ensure the smooth functioning of the volunteer program in the school. For example,

   a. Mailing sign-in sheets monthly to the School Volunteer Office.

   b. Acting as liaison regarding school policies and procedures between:

      (1) school volunteers and school administrator, and/or Coordinator of the School Volunteer Program.

      (2) school volunteers and school personnel.

c. Planning with the Coordinator for meetings with volunteers and staff in order to provide staff development training, program evaluation, and means for advancing the program.

4. Communicating with each volunteer as often as possible, by telephone or other means, especially if a volunteer has missed more than two consecutive weeks, or if he comes on a hit-or-miss basis, to ascertain reasons and solve problems.

5. Planning meetings with his volunteers as indicated by their needs so they may become better acquainted with one another, discuss progress, exchange ideas and constructive criticisms, and give reactions to their work.

6. Meeting with the School Volunteer Coordinator and School Volunteer Resource Person from other schools to exchange ideas and assist in program planning and evaluation.

7. Communicating with the school administrator to keep him constantly informed on the progress and developments of the volunteer program within the school and the county.

8. Maintaining contact with the P.T.A., or other parent group within the school, to ensure that parents and other interested persons in the community are kept up-to-date on the involvement and activities of volunteers in the school.

C. RESPONSIBILITIES OF TEACHERS WHO USE SCHOOL VOLUNTEERS REGULARLY IN OR OUT OF THE CLASSROOM

The administrator's responsibility lies in supervising teachers who use volunteers to ensure that the teachers accept responsibility for the following:

1. Arranging an informal session with the volunteer at an early date to discuss the program, what to expect of students, and orientation in the kind of help needed by the school staff.

2. Cooperating with the School Volunteer Resource Person in providing and reinforcing training opportunities for the volunteer specific to the appropriate learning tasks.

3. Planning in advance the work he wants the volunteer to do before he comes to the classroom. Providing early opportunities for volunteer contacts with individual students.

4. Advising the School Volunteer Resource Person in advance if he is not going to need the volunteer at his regular time, so that arrangements can be made to utilize the volunteer elsewhere.

5. Briefing the volunteer in school and county fire drill and dismissal policies and procedures.

6. Introducing the volunteer to the total faculty at faculty meetings, (after consulting first with the principal) and to other teachers working in neighboring rooms.

7. Anticipating information volunteers will need to carry out assigned duties. Showing them where to find materials, how to set up an activity, what books to use with a group, etc.

8. Avoiding assignment of responsibilities beyond a volunteer's ability. Does not leave a volunteer with too many children or too large an area to supervise.

9. Providing increasing responsibility as volunteers are ready.

10. Expecting volunteers to be businesslike about attendance; being on time, staying with assigned responsibilities, and accepting direction from the teacher.

In summary, the school volunteers who feel themselves partners of the teachers are doing a public relations job and are carrying to the community an appreciation of the good job being done by school people.

B_2

WORKSHEET #2

CHECKLIST FOR IDENTIFYING SCHOOL RESOURCES
FOR A
SCHOOL VOLUNTEER PROGRAM

Directions: Check the appropriate column for each category to help you identify the resources available within your school, and the resources you will need to develop for a School Volunteer Program.

Category of Resources Needed to Implement a School Volunteer Program	Available for immediate use. (Col.1)	Not immediately available, but can be planned or developed. (Col.2)	Not available, not practical to plan or develop. (Col.3)	Not applicable for this school. (Col.4)
Does your particular school have:				
I. Personnel				
A. At least 50% of staff interested in utilizing school volunteers in their program, as evidenced by results of questionnaire to staff, or verbal expressions of interest, etc.?				
B. School Volunteer Resource Person with qualifications and skills to serve as liaison, coordinator between the school staff, volunteer staff, community and the School Volunteer Program central office?				
C. School Volunteer Resource Person, or other person to conduct on-site inservice training for volunteers and staff members as needed for effective use of volunteers?				
D. School staff members who are receiving inservice training in supervising a volunteer, either with the B-2 Module, "Using the Services of a School Volunteer" or some other appropriate training material?				
Does your particular school have:				
II. Time				
A. Time scheduled to introduce the total school staff to the availability, advantages, and procedures to working with school volunteers?				

Worksheet #2 (continued)

Col.1	Col.2	Col.3	Col.4
Available for immediate use.	Not immediately available, but can be planned or developed.	Not available, not practical to plan or develop.	Not applicable for this school

II. Time (continued)

B. Free time scheduled for School Volunteer Resource Person to coordinate the program?

C. Planning time scheduled for volunteers and staff members to cooperatively plan, develop and evaluate their program for individual students?

D. Time scheduled to implement some individualized, on-site, inservice training for each volunteer and staff member as needed?

E. Time for recognizing contributions of individual volunteers to the school program (i.e. special commendations at faculty or parent meetings, letters of appreciation from students and/or staff, special gifts to volunteers, feature stories in school newspapers, etc.)?

F. Time scheduled by administrators and staff to evaluate the volunteer and staff member's progress a minimum of four times during the school year?

G. Time scheduled to introduce and inform parents and other interested persons in the community about the services of volunteers in the school program?

Does your particular school have:

III. Material and Equipment

A. Schoolwide survey to assess and diagnose staff's priority needs for utilizing school volunteers?

B. Identification of space available for inservice training for School Volunteer Program related activities?

C. Identification of space available for School Volunteer Program recordkeeping and material storage?

D. Identification of space available for individual volunteer student tutoring or instructional activities?

E. Knowledge and/or possession of at least one material or media resource for training volunteers in the skills needed for their specific task?

F. Material in pamphlet or hand-out form to distribute to volunteers and the faculty, as means of introducing and explaining the purposes, procedures and responsibilities of the staff and the volunteers in the volunteer program?

ENABLING OBJECTIVE 3

STUDY SHEET #3

A Schedule for Planning the Use of School Resources for a School Volunteer Program

Directions: Make a three-column chart on a separate sheet of paper, and head each column as follows:

	Immediate steps to develop this resource:	Long range plans to develop this resource:
I. Personnel - Resources to be developed	Step 1. Step 2. etc.	Step 1. Step 2. etc.
II. Time - Resources to be developed	Step 1. Step 2. etc.	Step 1. Step 2. etc.
III. Materials and Equipment - Resources to be developed	Step 1. Step 2. etc.	Step 1. Step 2. etc.

Then proceed through the following steps:

Step 1. Select one resource in each of the categories of I. Personnel; II. Time; and III. Materials and Equipment that you checked in Col. 1 and Col. 2 on your checklist (Worksheet #2).

Step 2. Develop a usable, sequential plan to capitalize upon these resources, identifying specifically as many of the following items as possible:

a. possible names of teachers, other staff, who might be pacesetters in the school for using volunteer services effectively.

b. possible name of School Volunteer Resource Person with time available to coordinate program, lead inservice training, etc.

c. possible hours, days, weeks, month to introduce, implement and evaluate the progress of the Volunteer Program.

d. possible resources, e.g. diagnostic instruments, multi-media, books, to be used by volunteers with students.

e. possible space available in school for individual tutorial assistance, volunteer inservice training room, planning room.

f. possible list of individual students most in need of immediate individual services of volunteers.

g. possible resources, books, films, media, B-2 modules, etc., to be used by the School Volunteer Resource Person for on-the-job training of volunteers.

h. possible procedures (observation, checklist, self-evaluation) for evaluating effectiveness of volunteer services in the school program.

i. possible name of parent in the school's parent-teacher organization to serve as liaison person between school volunteer program in the school and interested persons in the community.

Step 3. When you have finished the development of your plan for using the resources within your school, you will meet with three or four colleagues to "talk through" your strategy for capitalizing upon these resources. Add other steps to your immediate and long range plans from examples cited by your fellow participants.

POST ASSESSMENT

Using the short term and long range plans developed in Objective 3, demonstrate competency in designing the specifics for a volunteer program in your school by explaining to the satisfaction of peers the processes involved in (a) introducing the School Volunteer Program to the school staff, (b) involving the staff and volunteers in the total school program, and (c) evaluating the effectiveness of the volunteer program in the particular school.

You have satisfactorily completed this module when at least two other persons working on this same module accept that your plan for implementing a School Volunteer Program includes action in the following areas:

1. Planning in advance, and continually throughout the school year, with the staff for the volunteer program.

2. Planning with volunteers for their services in the school.

3. Planning for materials needed by volunteers in the school.

4. Planning for inservice training for staff and volunteers.

5. Planning for orientation of parents and citizen groups in the community to volunteer services in the schools.

6. Planning for various evaluation procedures to assess the effectiveness of the volunteer program in his school.

7. Planning for recognition of volunteers' contributions to the total school program.

8. Planning for staff personnel and volunteers to work cooperatively in the areas of highest priority needs.

9. Planning for space available in the school for volunteer services.

10. Planning for specific time for staff and volunteers to develop, review and modify learning activities for individual students.

B2

B-2 MODULE

FEEDBACK SHEET

No learning resource is ever "finished" or final. Your feedback as a user of this experimental version is especially needed so that modification can be made.

Title of Module:_____ No._____

Name of reviewer (optional)_____ Date_____

1. Do you feel that this module has improved your professional skills?

_____ Yes _____ No

2. Would you suggest modifications to improve the module?

_____ Yes _____ No

3. If yes, indicate section where modification is needed.

_____ Objectives _____ Materials _____ Activities or Procedures _____ Evaluation _____ Other

4. Please list below any technical or typographical errors you noticed (spelling, punctuation, omissions, typos, incorrect page references, etc.).

Page Item

5. Please list any terms or expressions that you think might be changed (not clear, too technical, jargon, "educationese," too abstract, etc.).

Page Item

6. Are there any explanations or directions that you feel are not clear enough, too long, or too short?

Page Item

7. Are there any activities or procedures that you feel should be changed, (eliminated, expanded, revised in any way, substituted for other types of procedures)?

Page	Item

8. Where might changes be made in the evaluative sections (pre-assessments, pre or post tests, post assessment, internal practice and feedback activities, worksheets, checklists, rating scales, etc.)?

Page	Item

9. Do you know of any resource material (reading, films, tapes, activity descriptions, games, critical problem situations, etc.) that might be used with or incorporated into this module? Please give us as much information as you can about locating the resource and how it might be utilized here. Add additional sheets if necessary or attach materials where available.

B2

APPENDIX

M E M O R A N D U M April 14, 1971

TO: Dr. E. L. Whigham, Superintendent of Schools

FOR: Dr. Leonard Britton, Associate Superintendent for Instruction

FROM: Attorney's Office

SUBJECT: REQUEST FOR LEGAL OPINION

QUESTION: 1. WHAT IS THE LIABILITY OF THE PARENT VOLUNTEER AIDE IF AN ACCIDENT OCCURS ON SCHOOL GROUNDS TO A STUDENT UNDER THE SUPERVISION OF THE PARENT VOLUNTEER AIDE, WHERE CARELESSNESS OR IMPROPER SUPERVISION COULD BE ATTRIBUTED TO THE AIDE?

ANSWER: PERSONALLY LIABLE IF NEGLIGENCE PROVED.

QUESTION: 1.a. IN THIS SAME INSTANCE, WHAT IS THE LIABILITY OF A CERTIFICATED TEACHER WHO IS CHARGED WITH THE SUPERVISION OF THE PARENT VOLUNTEER AIDE?

ANSWER: PERSONALLY LIABLE IF NEGLIGENCE PROVED.

QUESTION: 1.b. WHAT IS THE LIABILITY OF THE PRINCIPAL?

ANSWER: PERSONALLY LIABLE IF NEGLIGENCE PROVED.

QUESTION: 2. WHAT IS THE LIABILITY OF THE PRINCIPAL AND/OR THE CERTIFICATED TEACHER CHARGED WITH THE SUPERVISION OF THE PARENT VOLUNTEER AIDE IF THE AIDE IS INJURED ON THE SCHOOL GROUNDS WHILE PERFORMING ASSIGNED DUTIES?

ANSWER: PERSONALLY LIABLE IF NEGLIGENCE PROVED.

In all of the above instances the status or position of the individual involved has no bearing upon liability if negligence is found. If negligence is pled and proved the party will be held liable for damages sustained.

To recover for negligence the injured party must prove the following:

(1) The existence of a duty on the part of any of the above to protect the injured party from the injury or damage of which he complains;

(2) The failure to perform this duty; and

(3) That the failure to perform the duty was the proximate cause of the injury or damage.

Thus, each individual case must be considered in its particular facts in order to determine liability.

GEORGE C. BOLLES, Board Attorney

Prepared by:

ROBERT C. LANE, JR., Attorney

GCB:RCL:as

The writers of the Volunteer Training Program wish to acknowledge the following Dade County Public Schools personnel for their cooperation in providing input on the use of volunteers after having participated in the pilot phase of the School Volunteer Program in the North Central District of the Dade County Public Schools:

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